DPI CONTENT PROGRAM REVIEW GUIDELINES

Program: Middle Childhood through Early Adolescence **DPI Consultant:** Ann Kellogg

IHE: _____ **Date:** _____

The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)	***Candidates have the*** **Knowledge, Skills and Dispositions (when appropriate)** ***to effectively teach pupils to:*** (*Wisconsin Model Academic Standards*) (others may be added by institution)	**How program assesses the students' proficiency of the content standards and KSDs including within portfolio**	**Reviewer's Rating** **Evidence of each provided – YES; Evidence of each not apparent - NO**
1. Environmental education including the conservation of natural resources:	Make observations, ask questions and plan environmental investigations Collect information, make predictions, and offer explanations about questions asked Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations Communicate their understanding to others in simple terms		
A. Energy and Ecosystems:	Describe the flow of energy in natural systems, citing the sun as the source of energy on the earth; e.g., a food chain Illustrate how they use energy in their daily lives List sources of energy, distinguishing between renewable and nonrenewable sources List the components of an ecosystem, including the qualities of a healthy habitat Describe natural and human-built ecosystems in Wisconsin Cite examples of how different organisms adapt to their habitat Draw a simple hydrologic cycle		

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B. Natural Resources and Environmental Quality	Describe and give examples of natural resources; e.g., water, minerals, soils, air Distinguish between renewable and nonrenewable resources Describe how they use natural resources in their daily lives List jobs in the community that result from or are influenced by processing and using natural resources Determine the cause of different types of pollution Identify environmental problems and issues Apply ideas of past, present, and future to specific environmental issues Identify people and groups of people that are involved in the issue Identify some of the decisions and actions related to the issue Demonstrate knowledge of a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences, and being aware of available resources Identify and give examples of short-term and long-term solutions to a problem Identify two or more ways to take positive environmental action; e.g., posters, letters, and speeches Communicate with local, state, or national officials regarding an environmental topic Explain how they can influence an environmental issue		

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B. Natural Resources and Environmental Quality (continued)	Develop a plan, either individually or in a group, to preserve the local environment Identify and describe examples of their environmental civic responsibilities and the actions they take to meet them Understand how their personal actions impact their civic responsibilities toward the environment		
2. the use of English language arts and using concepts from reading, language and child development, and appropriate instructional methods including **phonics to teach reading**, writing, speaking, viewing, listening, and thinking skills	Successfully apply their developing skills to many different situations, materials, and ideas Use effective reading strategies to achieve their purposes in reading Read, interpret, and critically analyze literature Read and discuss literary and nonliterary texts in order to understand human experience Read to acquire information Create or produce writing to communicate with different audiences for a variety of purposes Plan, revise, edit, and publish clear and effective writing Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes Listen to and comprehend oral communications Participate effectively in discussion Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication		

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2. the use of English language arts (continued)	Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English Use computers to acquire, organize, analyze, and communicate information Make informed judgments about media and products Create media products appropriate to audience and purpose Demonstrate a working knowledge of media production and distribution Analyze and edit media work as appropriate to audience and purpose Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.		
3. The major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data **PROCESSES**	Use reasoning abilities to: perceive patterns, identify relationships, formulate questions for further exploration, justify strategies, test reasonableness of results Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models Connect mathematical learning with other subjects, personal experiences, current events, and personal interests, see relationships between various kinds of problems and actual events, use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies)		

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3. The major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data **A. Mathematical Processes (continued)**	Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence Use reasoning abilities to evaluate information, perceive patterns, identify relationships, formulate questions for further exploration, evaluate strategies justify statements, test reasonableness of results, defend work Communicate logical arguments clearly to show why a result makes sense Analyze nonroutine problems by modeling, illustrating, guessing, simplifying, generalizing, shifting to another point of view, etc Develop effective oral and written presentations that include • appropriate use of technology • the conventions of mathematical discourse (e.g., symbols, definitions, labeled drawings) • mathematical language • clear organization of ideas and procedures understanding of purpose and audience Explain mathematical concepts, procedures, and ideas to others who may not be familiar with them Read and understand mathematical texts and other instructional materials and recognize mathematical ideas as they appear in other contexts		

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B. Number Operations & Relationships	Represent and explain whole numbers, decimals, and fractions with physical materials, number lines and other pictorial models, verbal descriptions, place-value concepts and notation, symbolic renaming (e.g., 43 = 40+3 = 30+13) Determine the number of things in a set by grouping and counting (e.g., by threes, fives, hundreds), combining and arranging (e.g., all possible coin combinations amounting to thirty cents), estimation, including rounding. Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units) Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as: recalling the basic facts of addition, subtraction, multiplication, and division, using mental math (e.g., 37 + 25, 40 x 7), estimation, selecting and applying algorithms for addition, subtraction, multiplication, and division, using a calculator Add and subtract fractions with like denominators In problem-solving situations involving money, add and subtract decimals		

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3. The major concepts, procedures, and reasoning processes of mathematics **B. Number Operations & Relationships (continued)**	Read, represent, and interpret various rational numbers (whole numbers, integers, decimals, fractions, and percents) with verbal descriptions, geometric models, and mathematical notation (e.g., Perform and explain operations on rational numbers (add, subtract, multiply, divide, raise to a power, extract a root, take opposites and reciprocals, determine absolute value)expanded, scientific, exponential). Generate and explain equivalencies among fractions, decimals, and percents Express order relationships among rational numbers using appropriate symbols (>, <, ≥, ≤, ≠) Apply proportional thinking in a variety of problem situations that include, but are not limited to • ratios and proportions (e.g., rates, scale drawings, similarity) • percents, including those greater than 100 and less than one (e.g., discounts, rate of increase or decrease, sales tax) Model and solve problems involving number-theory concepts such as • prime and composite numbers • divisibility and remainders • greatest common factors least common multiples In problem-solving situations, select and use appropriate computational procedures with rational numbers such as • calculating mentally • estimating creating, using, and explaining algorithms using technology (e.g., scientific calculators, spreadsheets)		

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C. Geometry	Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by: naming them, comparing, sorting, and classifying them, drawing and constructing physical models to specifications, identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles), predicting the results of combining or subdividing two-dimensional figures, explaining how these figures are related to objects in the environment. Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to: symmetry, congruence, similarity Identify and use relationships among figures, including but not limited to: location (e.g., between, adjacent to, interior of), position (e.g., parallel, perpendicular), intersection (of two-dimensional figures). Use simple two-dimensional coordinate systems to find locations on maps and to represent points and simple figures Describe special and complex two- and three-dimensional figures (e.g., rhombus, polyhedron, cylinder) and their component parts (e.g., base, altitude, and slant height) by naming, defining, and giving examples comparing, sorting, and classifying them identifying and contrasting their properties (e.g., symmetrical, isosceles, regular) drawing and constructing physical models to specifications		

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3 C. Geometry (continued)	explaining how these figures are related to objects in the environment Identify and use relationships among the component parts of special and complex two- and three-dimensional figures (e.g., parallel sides, congruent faces) Identify three-dimensional shapes from two-dimensional perspectives and draw two-dimensional sketches of three-dimensional objects preserving their significant features Perform transformations on two-dimensional figures and describe and analyze the effects of the transformations on the figures Locate objects using the rectangular coordinate system Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them Demonstrate understanding of basic facts, principles, and techniques of measurement, including: appropriate use of arbitrary and standard units (metric and US Customary), appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups), judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks. Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)		

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3 C. Geometry (continued)	Determine measurements directly by using standard tools to these suggested degrees of accuracy: length to the nearest half-inch or nearest centimeter, weight (mass) to the nearest ounce or nearest 5 grams, temperature to the nearest 5°, time to the nearest minute, monetary value to dollars and cents, liquid capacity to the nearest fluid ounce Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques		
3. The major concepts, procedures, and reasoning processes of mathematics **D. Measurement**	Identify and describe attributes in situations where they are not directly or easily measurable (e.g., distance, area of an irregular figure, likelihood of occurrence). Demonstrate understanding of basic measurement facts, principles, and techniques including the following • approximate comparisons between metric and US Customary units (e.g., a liter and a quart are about the same; a kilometer is about six-tenths of a mile) • knowledge that direct measurement produces approximate, not exact, measures • the use of smaller units to produce more precise measures Determine measurement directly using standard units (metric and US Customary) with these suggested degrees of accuracy • lengths to the nearest mm or 1/16 of an inch • weight (mass) to the nearest 0.1 g or 0.5 ounce • liquid capacity to the nearest milliliter • angles to the nearest degree • temperature to the nearest C° or F° • elapsed time to the nearest second		

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D. Measurement (continued)	Determine measurements indirectly using • estimation • conversion of units within a system (e.g., quarts to cups, millimeters to centimeters) • ratio and proportion (e.g., similarity, scale drawings) • geometric formulas to derive lengths, areas, volumes of common figures (e.g., perimeter, circumference, surface area) • the Pythagorean relationship geometric relationships and properties for angle size (e.g., parallel lines and transversals; sum of angles of a triangle; vertical angles)		
E. Statistics and Probability	Work with data in the context of real-world situations by: formulating questions that lead to data collection and analysis, determining what data to collect and when and how to collect them, collecting, organizing, and displaying data, drawing reasonable conclusions based on data Describe a set of data using: high and low values, and range, most frequent value (mode), middle value of a set of ordered data (median) In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts Determine if the occurrence of future events are more, less, or equally likely, impossible, or certain Predict outcomes of future events and test predictions using data from a variety of sources Work with data in the context of real-world situations by formulating questions that lead to data collection and analysis designing and conducting a statistical investigation using technology to generate displays, summary statistics, and presentations		

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3 E. Statistics and Probability (continued)	Organize and display data from statistical investigations using appropriate tables, graphs, and/or charts (e.g., circle, bar, or line for multiple sets of data) appropriate plots (e.g., line, stem-and-leaf, box, scatter). Extract, interpret, and analyze information from organized and displayed data by using • frequency and distribution, including mode and range • central tendencies of data (mean and median) • indicators of dispersion (e.g., outliers). Use the results of data analysis to • make predictions • develop convincing arguments • draw conclusions. Compare several sets of data to generate, test, and, as the data dictate, confirm or deny hypotheses. Evaluate presentations and statistical analyses from a variety of sources for credibility of the source techniques of collection, organization, and presentation of data missing or incorrect data inferences possible sources of bias Determine the likelihood of occurrence of simple events by • using a variety of strategies to identify possible outcomes (e.g., lists, tables, tree diagrams) • conducting an experiment • designing and conducting simulations • applying theoretical notions of probability (e.g., that four equally likely events have a 25 percent chance of happening)		

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F. Algebraic Relationships	Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., N + 0 = N is true for any number Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "=", effective use of the associative property of multiplication) Work with simple linear patterns and relationships in a variety of ways, including: recognizing and extending number patterns, describing them verbally, representing them with pictures, tables, charts, graphs, recognizing that different models can represent the same pattern or relationship, using them to describe real-world phenomena Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels) Use simple equations and inequalities in a variety of ways, including: using them to represent problem situations, solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts), recording and describing solution strategies Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division) Work with algebraic expressions in a variety of ways, including • using appropriate symbolism, including exponents and variables • evaluating expressions through numerical substitution • generating equivalent expressions • adding and subtracting expressions		

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3 F. Algebraic Relationships (continued)	Work with linear and nonlinear patterns and relationships in a variety of ways, including • representing them with tables, with graphs, and with algebraic expressions, equations, and inequalities • describing and interpreting their graphical representations (e.g., slope, rate of change, intercepts) • using them as models of real-world phenomena • describing a real-world phenomenon that a given graph might represent Recognize, describe, and analyze functional relationships by generalizing a rule that characterizes the pattern of change among variables. These functional relationships include exponential growth and decay (e.g., cell division, depreciation) Use linear equations and inequalities in a variety of ways, including • writing them to represent problem situations and to express generalizations • solving them by different methods (e.g., informally, graphically, with formal properties, with technology) • writing and evaluating formulas (including solving for a specified variable) • using them to record and describe solution strategies		

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3 F. Algebraic Relationships (continued)	Recognize and use generalized properties and relations, including • additive and multiplicative property of equations and inequalities • commutativity and associativity of addition and multiplication • distributive property • inverses and identities for addition and multiplication • transitive property		
4. The subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy **A. Science Connections**	When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now When investigating a science-related problem, decide what data can be collected to determine the most useful explanations When studying science-related problems, decide which of the science themes are important When studying a science-related problem, decide what changes over time are occurring or have occurred Develop their understanding of the science themes by using the themes to frame questions about science-related issues and problems Describe limitations of science systems and give reasons why specific science themes are included in or excluded from those systems		

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4. The subject matter of science (continued) **A. Science Connections**	Defend explanations and models by collecting and organizing evidence that supports them and critique explanations and models by collecting and organizing evidence that conflicts with them Collect evidence to show that models developed as explanations for events were (and are) based on the evidence available to scientists at the time Show how models and explanations, based on systems, were changed as new evidence accumulated (the effects of constancy, evolution, change, and measurement should all be part of these explanations) Use models and explanations to predict actions and events in the natural world Design real or thought investigations to test the usefulness and limitations of a model Use the themes of evolution, equilibrium, and energy to predict future events or changes in the natural world		
B. Nature of Science	Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked Show how the major developments of scientific knowledge in the earth and space, life and environmental, and physical sciences have changed over time		

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4. The subject matter of science (continued) **B. Nature of Science**	Describe how scientific knowledge and concepts have changed over time in the earth and space, life and environmental, and physical sciences Identify and describe major changes that have occurred over time in conceptual models and explanations in the earth and space, life and environmental, and physical sciences, and identify the people, cultures, and conditions that led to these developments Explain how the general rules of science apply to the development and use of evidence in science investigations, model-making, and applications Describe types of reasoning and evidence used outside of science to draw conclusions about the natural world Explain ways in which science knowledge is shared, checked, and extended, and show how these processes change over time Explain the ways in which scientific knowledge is useful and also limited when applied to social issues		
C. Science Inquiry	Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations Select multiple sources of information to help answer questions selected for classroom investigations Use simple science equipment including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers safely and effectively to collect data relevant to questions and investigations		

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4. The subject matter of science (continued) **C. Science Inquiry**	Use data they have collected to develop explanations and answer questions generated by investigations Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means Support their conclusions with logical arguments Ask additional questions that might help focus or further an investigation Identify questions they can investigate using resources and equipment they have available Identify data and locate sources of information including their own records to answer the questions being investigated Design and safely conduct investigations that provide reliable quantitative or qualitative data, as appropriate, to answer their questions Use inferences to help decide possible results of their investigations, use observations to check their inferences Use accepted scientific knowledge, models, and theories to explain their results and to raise further questions about their investigations State what they have learned from investigations, relating their inferences to scientific knowledge and to data they have collected Explain their data and conclusions in ways that allow an audience to understand the questions they selected for investigation and the answers they have developed Use computer software and other technologies to organize, process, and present their data		

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4. The subject matter of science (continued) **C. Science Inquiry (continued)**	Evaluate, explain, and defend the validity of questions, hypotheses, and conclusions to their investigations Discuss the importance of their results and implications of their work with peers, teachers, and other adults further questions which still need to be answered		
D. Physical Science	Understand that objects are made of more than one substance, by observing, describing, and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances Group and/or classify objects and substances based on the properties of earth materials Understand that substances can exist in different states—solid, liquid, gas Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data Observe and describe physical events in objects at rest or in motion Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including position relative to another object, motion over time, and position due to forces		

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4. The subject matter of science **D. Physical Science (continued)**	Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism) Observe, describe, and measure physical and chemical properties of elements and other substances to identify and group them according to properties such as density, melting points, boiling points, conductivity, magnetic attraction, solubility, and reactions to common physical and chemical tests Use the major ideas of atomic theory and molecular theory to describe physical and chemical interactions among substances, including solids, liquids, and gases Understand how chemical interactions and behaviors lead to new substances with different properties While conducting investigations, use the science themes to develop explanations of physical and chemical interactions and energy exchanges While conducting investigations, explain the motion of objects by describing the forces acting on them While conducting investigations, explain the motion of objects using concepts of speed, velocity, acceleration, friction, momentum, and changes over time, among others, and apply these concepts and explanations to real-life situations outside the classroom While conducting investigations of common physical and chemical interactions occurring in the laboratory and the outside world, use commonly accepted definitions of energy and the idea of energy conservation		

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The subject matter of science **D. Physical Science (continued)**	Describe and investigate the properties of light, heat, gravity, radio waves, magnetic fields, electrical fields, and sound waves as they interact with material objects in common situations Explain the behaviors of various forms of energy by using the models of energy transmission, both in the laboratory and in real-life situations Explain how models of the atomic structure of matter have changed over time, including historical models and modern atomic theory		
E. Earth and Space Science	Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes Using the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes Using the science themes, describe resources used in the home, community, and nation as a whole Illustrate resources humans use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world		

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4. The subject matter of science **E. Earth and Space Science (continued))**	Using the science themes, explain and predict changes major features of land, water, and atmospheric systems Describe underlying structures of the earth that cause changes in the earth's surface Using the science themes during investigations, describe climate, weather, ocean currents, soil movements, and changes in the forces acting on the earth Using the science themes, analyze the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks Analyze the geologic and life history of the earth, including change over time, using various forms of scientific evidence Describe through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and nonrenewable resources Describe the general structure of the solar system, galaxies, and the universe, explaining the nature of the evidence used to develop current models of the universe Using past and current models of the structure of the solar system, explain the daily, monthly, yearly, and long-term cycles of the earth, citing evidence gained from personal observation as well as evidence used by scientists		

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F. Life and Environmental Science	Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive		
4. The subject matter of science	Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)		
F. Life and Environmental Science (continued)	Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type Using the science themes, develop explanations for the connections among living and nonliving things in various environments Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments Differentiate between single-celled and multiple-celled organisms (including humans) through investigations, comparing the cell functions of specialized cells for each type of organism Investigate and explain that heredity is comprised of the characteristic traits found in genes within the cell of an organism Show how different structures both reproduce and pass on characteristics of their group Understand that an organism is regulated both internally and externally Understand that an organism's behavior evolves through adaptation to its environment Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet		

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4. The subject matter of science **F. Life and Environmental Science (continued)**	Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends		
G. Science Applications	Identify the technology used by someone employed in a job or position in Wisconsin and explain how the technology helps Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community Ask questions to find answers about how devices and machines were invented and produced Identify and investigate the skills people need for a career in science or technology and identify the academic courses that a person pursuing such a career would need Explain how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers		

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4. The subject matter of science **G. Science Applications (continued)**	Illustrate the impact that science and technology have had, both good and bad, on careers, systems, society, environment, and quality of life Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show how the design (or re-design) might work, including potential side-effects Investigate a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction Use current texts, encyclopedias, source books, computers, experts, the popular press, or other relevant sources to identify examples of how scientific discoveries have resulted in new technology Show evidence of how science and technology are interdependent, using some examples drawn from personally conducted investigations		
H. Science in Social and Personal Perspectives	Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care Using the science themes, identify local and state issues that are helped by science and technology and explain how science and technology can also cause a problem		

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4. The subject matter of science **H. Science in Social and Personal Perspectives (continued)**	Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care Develop a list of issues that citizens must make decisions about and describe a strategy for becoming informed about the science behind these issues Evaluate the scientific evidence used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision the consequences of decisions affecting personal health and safety		
5. The major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas —to promote pupils' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world **A. Geography**	Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges		

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5. The major concepts and modes of inquiry from the social studies **A. Geography (continued)**	Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes Identify connections between the local community and other places in Wisconsin, the United States, and the world Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place		

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5. The major concepts and modes of inquiry from the social studies **A. Geography (continued)**	Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation Describe the movement of people, ideas, diseases, and products throughout the world Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals		

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5. The major concepts and modes of inquiry from the social studies A. Geography (continued)	Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations		
B. History	Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts Use a timeline to select, organize, and sequence information describing eras in history Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups Identify the historical background and meaning of important political values such as freedom, democracy, and justice		

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5. The major concepts and modes of inquiry from the social studies **B. History (continued)**	Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags Identify and describe important events and famous people in Wisconsin and United States history Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment Describe examples of cooperation and interdependence among individuals, groups, and nations Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history		

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5. The major concepts and modes of inquiry from the social studies **B. History (continued)**	Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights Identify significant events and people in the major eras of United States and world history Identify major scientific discoveries and technological innovations and describe their social and economic effects on society Explain the need for laws and policies to regulate science and technology Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues		

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5. The major concepts and modes of inquiry from the social studies **C. Political Science and Citizenship**	Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation Explain the basic purpose of government in American society, recognizing the three levels of government Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system		

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5. The major concepts and modes of inquiry from the social studies C. Political Science and Citizenship (continued)	Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights Explain the role of political parties and interest groups in American politics Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate Identify ways in which advocates participate in public policy debates Describe the role of international organizations such as military alliances and trade associations		
D. Economics	Describe and explain of the role of money, banking, and savings in everyday life Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game) Identify local goods and services that are part of the global economy and explain their use in Wisconsin		

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5. The major concepts and modes of inquiry from the social studies **D. Economics (continued)**	Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service) Identify the economic roles of various institutions, including households, businesses, and government Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life		

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5. The major concepts and modes of inquiry from the social studies **D. Economics (continued)**	Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive Explain why the earning power of workers depends on their productivity and the market value of what they produce Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment		
5. The major concepts and modes of inquiry from the social studies **E. The Behavioral Sciences**	Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development		

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	Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living Describe the ways in which ethnic cultures influence the daily lives of people Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior Describe and distinguish among the values and beliefs of different groups and institutions Explain how people learn about others who are different from themselves Give examples and explain how the media may influence opinions, choices, and decisions Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens Investigate and explain similarities and differences in ways that cultures meet human needs		

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5. The major concepts and modes of inquiry from the social studies **E. The Behavioral Sciences (continued)**	Describe how differences in cultures may lead to understanding or misunderstanding among people Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community Describe and explain the means by which groups and institutions meet the needs of individuals and societies		
	Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society		

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5. The major concepts and modes of inquiry from the social studies E. The Behavioral Sciences (continued)	Give examples to show how the media may influence the behavior and decision-making of individuals and groups Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved Describe conflict resolution and peer mediation strategies used in resolving differences and disputes Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis		
6. The arts—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among pupils			

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DANCE **A. Motor Learning**	Recognize and explore space, time, and force as the three elements of dance Define and maintain personal space and move safely in groups throughout the general space Demonstrate eight basic foot locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip) Demonstrate and combine nonlocomotor/axial movements (such as bend, twist, rotate, stretch, or swing) Explore forms of locomotion using other bases of support (such as roll, crawl, cartwheel, or slide) Combine various locomotor forms with directional changes (such as forward, backward, sidewards, diagonal, or turn) Create shapes through movement and move at low, medium, and high levels Demonstrate movements using various pathways (such as straight, curved, zig-zag, twisted, or turning) on the ground and in the air Demonstrate rhythmic awareness by moving to a musical beat and responding to changes in tempo Explore the basic effort actions (such as thrust, press, glide, wring, dab, flick, or slash) Develop kinesthetic awareness (movement perception and muscle sense) Demonstrate concentration and focus while moving Observe and describe movement elements in creative dance studies using appropriate movement/dance vocabulary		

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DANCE **A. Motor Learning (continued)**	Explore and integrate the three elements of dance (space, time, and force) and focus on the relationships of body parts to each other, dancers to each other, and dancers to objects Begin using the following movement skills and explain their underlying principles: alignment, balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, and fall and recovery Discover increasingly complex combinations of locomotor and nonlocomotor movements emphasizing the elements of space, time, and force Respond to rhythmic patterns with accuracy Identify, demonstrate, and combine the basic effort actions Demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills Continue to observe and describe movement elements in creative dance studies using appropriate movement/dance vocabulary		
B. Kinesthetic Awareness	Recognize and apply the laws of motion, such as gravity and momentum, while exploring movement Study efficient principles of movement Develop awareness of body alignment while performing basic movement sequences Develop strength, flexibility, balance, and neuromuscular coordination Develop and value a positive body image		

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DANCE **B. Kinesthetic Awareness (continued)**	Recognize and apply the laws of motion in challenging movement problems, such as acceleration and deceleration, and turning and balancing in asymmetrical shapes Exhibit control and efficiency while moving Practice correct body alignment while performing increasingly complex movement sequences Increase strength, flexibility, balance, and neuromuscular coordination Continue to develop and value a positive body image		
C. Improvisation	Use improvisation to explore, discover, and invent movement Improvise spontaneous dances using poetry, stories, and props Use improvisation to explore, discover, and invent movement and to solve movement problems Improvise spontaneous dances that range from free-form to structured studies Respond to various motivational resources such as music, props, costumes, and scenic elements through improvisation Realize the potential of improvisation as a tool for the enrichment of individual and group expression		
D. Choreography	Create a sequence with a beginning, middle, and an end, with and without rhythmic accompaniment Create a dance phrase, repeat it, and vary it (making changes in the space, time, and/or force or energy) Demonstrate the following skills: leading, following, echoing, and mirroring Integrate the basic compositional elements of unity, contrast, repetition, and variety into dances		

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DANCE **D. Choreography (continued)**	Demonstrate the ability to work effectively alone, cooperatively with a partner, and in small groups Begin to use scientific and/or mathematical concepts to create movement studies Create short dances exploring compositional elements, such as unison, contrast, abstraction, and repetition Explore advanced compositional processes, such as reordering, retrograde, inversion, amplification, chance, and transition Begin to choreograph, using a variety of compositional forms (such as ABA, a theme-variation-theme pattern; canon, the use of two or more dance parts; rondo; and narrative) Demonstrate the ability to work effectively alone, cooperatively with a partner, and in small groups during the choreographic process Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight, counter tension, and counter balance Use scientific and/or mathematical concepts to create movement studies		
E. Critical Thinking	Identify how dance movement is similar to and different from ordinary movement Observe and describe similarities and differences in basic movement patterns Identify the movement elements in creative movement studies Select and use basic compositional elements to create a short dance study		

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DANCE **E. Critical Thinking (continued)**	Create a dance project that reveals understanding of a concept or idea Create movement problems, demonstrate multiple solutions, choose the most interesting solutions, and discuss the reasons for their choices Demonstrate appropriate audience behavior while watching dance performances, and discuss their opinions about the dances with their peers in a supportive and constructive way Compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force or energy (movement qualities) Identify possible criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety, and contrast) Create a dance project that reveals increased understanding of a concept or idea		
F. Communication and Expression	Discover their potential for communicating through movement Explore and discover multiple solutions to a given movement problem Present dances and discuss how movement choices convey meaning Interpret and react to dance through discussion Differentiate between functional and expressive movement Use gesture as a tool to enhance the expressive nature of movement Present dances and discuss how movement choices can convey multiple meanings		

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DANCE **F. Communication and Expression (continued)**	Use and explain how different accompaniments (such as sound, music, and spoken text) can affect the meaning of a dance Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance		
G. Appreciation	Study influential dancers and choreographers Study the impact and role of dance throughout history Research influential dancers, choreographers, and styles (such as modern, ballet, square, Ghanaian, Middle Eastern) Keep a journal of personal responses to dance experiences		
H. Making Connections	Perform folk dances from various cultures within a historical and cultural context Learn and share a dance from their cultural heritage Utilize community dance resources (such as people, books, or videos) Study dance from a particular culture and/or time period Create a dance project that illustrates a concept shared with another discipline (such as the idea of positive and negative space, a concept shared by art and dance) Respond to a dance using another discipline (such as write a story about the dance) Learn from resources in their community (such as people, books, or videos) a folk dance of a different culture or a social dance of a different time period, study the cultural and historical context of that dance, and effectively share the dance and its context with their peers		

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DANCE **H. Making Connections (continued)**	Create a dance project illustrating a concept shared with another discipline (such as the idea of positive and negative space, a concept shared by art and dance) to a dance using another discipline (such as create a dance based on a historical event)		
I. Healthful Living	Understand & explain how dancing influences healthy living choices Use injury-preventing practices (such as warming-up, safe stretching, safe landing, and cooling-down) Create a warm-up and discuss how that warm-up prepares the body and mind for expressive purposes Explain strategies to prevent dance injuries Recognize dance's potential to foster physical and emotional well-being Practice injury-prevention (such as warming-up, safe stretching, and cooling-down) Describe dance's potential to foster physical and emotional well-being		
J. Dance and Technology	Create a video portfolio of dance studies and performances Create and record audio tapes to accompany dance studies View videos of dances from other cultures and/or professional dance performances Begin to use computer technology to facilitate dance-related research Use the computer to note or describe a simple dance sequence or composition Create a short dance video		

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DANCE **J. Dance and Technology (continued)**	Add to a video portfolio of dance studies and performances and record audio tapes to accompany dance studies View and discuss videos of dances from other cultures and/or professional dance performances Use computer technology to facilitate dance-related research Use a computer to note or describe a dance sequence or composition Create a dance video using technology to enhance the mood of the dance		
MUSIC **A. Singing**	Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo Sing expressively with appropriate dynamics, phrasing, and interpretation Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures Sing ostinati, partner songs, and rounds Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor		
	Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles Sing expressively and with technical accuracy a repertoire of vocal literature with a level of difficulty of two on a scale of one to six, including some songs performed from memory		

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MUSIC **A. Singing (continued)**	Sing music representing diverse genres and cultures, with expression appropriate for the work being performed Sing music written in two and three parts		
B. Instrumental	Play on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo Play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments Play expressively a varied repertoire of music representing diverse genres and styles Echo short rhythmic and melodic patterns Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor Play independent instrumental parts while other students sing or play contrasting parts Perform on at least one classroom instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control Perform, with expression and technical accuracy on at least one classroom instrument, a repertoire of instrumental literature with a level of difficulty of two on a scale of one to six Perform music representing diverse genres and cultures, with appropriate expression Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument		

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C. Improvisation	Improvise in the same style *answers* to given rhythmic and melodic *questions* Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and melodic embellishments on given pentatonic melodies Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means Improvise simple harmonic accompaniments Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality		
D. Composition	Create and arrange music to accompany readings and dramatizations Create and arrange short songs and instrumental pieces within specified guidelines Use a variety of sound sources when composing and arranging Compose short pieces within specified guidelines, demonstrating the use of the elements of music Arrange simple pieces for voices or instruments other than those for which the pieces were written Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging		

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E. Reading and Notating	Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures Use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing Use standard symbols to notate meter, rhythm, pitch, and dynamics in pattern and/or song Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve (2/2) meter signatures Sight-read simple melodies in both the treble and bass clefs Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression Use standard notation and nontraditional notation to record their musical ideas and the musical ideas of others		
MUSIC **F. Analysis**	Identify phrases and sections of music that are the same, similar, and/or different Identify simple music forms upon listening to a given example Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances		

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	Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music Describe specific musical events upon listening to a given example, using appropriate terminology Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural examples of music Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures		
G. Evaluation	Devise criteria for evaluating performances and compositions Explain, using appropriate music terminology, personal preferences for specific musical works and styles Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria to their personal listening, composing, and performing Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and will offer constructive suggestions for improvement		

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H. The Arts	Identify similarities and differences in the meanings of common terms used in the various arts Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art Compare the terminology and contrasting definitions used for various artistic elements in each of two or more arts Describe how the principles and subject matter of other school disciplines interrelate with those of music		
MUSIC **I. History and Culture**	Demonstrate audience behavior appropriate for the context and style of music performed Listen to and identify, by genre or style, examples of music from various historical periods and world cultures Describe in simple terms how elements of music are used in music examples from various cultures of the world Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use Identify and describe roles of musicians in various music settings and world cultures Describe distinguishing characteristics of representative music genres and styles from a variety of cultures		

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	Classify by genre and style (and if applicable, by historical periods, composer, and title) a varied body of high quality and characteristic musical works and explain the characteristics that cause each work to be considered exemplary Compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed		
VISUAL ARTS **A. Visual Memory & Knowledge**	Develop a basic mental storehouse of images Learn basic vocabulary related to their study of art Learn about basic styles of art from their own and other parts of the world Learn about styles of art from various times		
VISUAL ARTS **A. Visual Memory & Knowledge (continued)**	Know that art is one of the greatest achievements of human beings Know that art is a basic way of thinking and communicating about the world Develop a mental storehouse of images appropriate vocabulary related to their study of art Know about styles of art from their own and other parts of the world Know about some styles of art from various times Demonstrate ways in which art is one of the greatest achievements of human beings Identify ways in which art is basic to thinking and communicating about the world		
B. Art History, Citizenship and Environment	Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist		

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VISUAL ARTS **B. Art History, Citizenship and Environment (continued)**	Know that works of art and designed objects relate to specific cultures, times, and places Know that art is influenced by artists, designers, and cultures Understand that their choices in art are shaped by their own culture and society Know basic ways to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers Begin to understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities		
	Learn that art historians, cultural anthropologists, and philosophers of art contribute to an understanding of art and design Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist Identify works of art and designed objects as they relate to specific cultures, times, and places Know ways in which art is influenced by artists, designers, and cultures Understand how their choices in art are shaped by their own culture and society Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers		

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	Understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities Learn about the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design		
C. Visual Design and Production	Explore the elements and principles of design Explore what makes quality design Know how the design of art changes its meaning Use design to improve artwork Look at nature and works of art as visual resources Use sketching to develop ideas for their artwork Develop basic skills to produce quality art Explore the natural characteristics of materials and their possibilities and limitations Be aware of their creative processes to better understand their work Develop personal responsibility for their learning and creative processes Know the elements and principles of design Understand what makes quality design Know how the design of art changes its meaning Use design techniques to improve and/or change artwork Use thumbnail sketches to experiment and start developing visual ideas Develop the craft and skills to produce quality art Understand the natural characteristics of materials and their possibilities and limitations Reflect on their work during the creative process to assess and better understand their own artwork		

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VISUAL ARTS **C. Visual Design and Production (continued)**	Come up with ideas and carry them through to completion of an original work of art		
D. Practical applications	Know basic information, such as the history, public art, and unique architecture, of their own cultural community Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community Know that the environment influences the look and use of art, architecture, and design		
VISUAL ARTS **D. Practical applications (continued)**	Learn about basic concepts in art, such as "form follows function," "less is more," balance, symmetry, and originality Learn basic language used in art Use problem-solving strategies that promote fluency, flexibility, elaboration, and originality Know about the history, public art, and unique architecture of their cultural community Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community Know how the environment influences the look and use of art, architecture, and design Understand basic concepts in art, such as "form follows function," "destruction of the box," "less is more," balance, symmetry, integrity, authenticity, and originality Learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality		

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E. Visual Communication & Expression **)**	Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics Communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models Use the visual arts to express ideas that cannot be expressed by words alone Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics Communicate complex ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia Communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models Use the visual arts to express ideas that can't be expressed by words alone		

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F. Visual Media and Technology	Learn that art includes mass media, such as magazines, television, computers, and films Know that art techniques are used in mass media Know that advertisements, news, and entertainment programs contain visual messages Know that there are stereotypes in visual media Know that production techniques affect viewers' perceptions Learn simple media techniques Learn how media productions are made Learn to make changes in media production Make informed judgments about mass media, such as magazines, television, computers, and films Understand some visual techniques used in mass media Interpret visual messages in advertisements, news, and entertainment programs Recognize stereotyping in visual media Understand the effects of production techniques on viewers' perceptions Create media works with a range of media techniques Develop a working knowledge of media production systems Revise media productions based on personal reflection		

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G. Art Criticism	Know that art communicates ideas Know that artwork has meanings Talk and write about the meanings of artworks and design Know how to create works of art that have meanings Know that visual images are important tools for thinking and communicating Know how to find the meanings in artwork Analyze the meanings of artworks and design Create works of art that have meanings		
VISUAL ARTS **H. Visual Thinking**	Study the patterns and color in nature Use drawing to examine objects closely Show differences among colors, shapes, textures, and other qualities of objects in their artwork Create three-dimensional forms with paper, clay, and other materials Be able to read simple maps, charts, and plans Know how artists make photographs and films Look at things using different methods and tools, such as through a microscope Know how light, shadow, color, distance, and angle of viewing affect sight Be able to draw, paint, and sculpt from life Create three-dimensional models Be able to read complex maps, charts, and plans Make and interpret photographs and videos		
I. Personal and Social Development	Use art to understand how they feel Make art that shows how they sometimes feel Talk or write about feelings in a work of art Recognize their own feelings when they look at work of art		

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VISUAL ARTS **I. Personal and Social Development (continued)**	Understand that art is made by people from different times, places, and cultures Realize that creating or looking at art can bring out different feelings Work alone and with others to develop visual ideas and objects Use art to understand their own emotions Make art that reflects different feelings Talk or write about feelings in a variety of works of art Recognize that their own feelings affect how they look at art Understand that art reflects the time and place in which it was created Understand how creating or looking at art brings out feelings Work independently and collaboratively to produce ideas and works of art		
	Explore the purposes and functions of art Understand that the choice of materials and techniques influences the expressive quality of art Learn that different cultures think about art differently Learn that philosophers think about art Begin to understand their own ideas about the purposes and meanings of art Begin learning the value of art as a basic part of being human Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design Know that different cultures have different concepts of beauty Understand the difference between original artworks, reproductions, and copies Talk about art in basic terms		

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J. Cultural and Aesthetic Understanding (continued)	Begin to understand the purposes and functions of art Understand how the choice of materials and techniques influences the expressive quality of art Learn ways different cultures think about art Learn ways philosophers think about art		
	Explore their own ideas about the purposes and meanings of art Learn the value of art as a basic part of being human Learn to use art criticism and aesthetic knowledge in art and design Explore different cultures' concepts of beauty Understand the difference between original artworks, reproductions, and copies Develop the ability to reflect and talk about works of art		
K. Making Connections	Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology Invent new ways to communicate ideas and solutions to problems in art Use what they are learning about life, nature, the physical world, and people to create art Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world Know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design Know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture		

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VISUAL ARTS **K. Making Connections (continued)**	Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology Invent new artistic forms to communicate ideas and solutions to problems Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design Explore the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture		
L. Visual Imagination and Creativity	Use their knowledge, intuition, and personal experiences to develop ideas for artwork Begin to develop a base of knowledge and skills from which to create new ideas Explore the role that personal traits, such as independent thinking, courage, integrity, insight, dedication, and patience, play in creating quality art and design Understand that art is created by people and changes our time and culture Explore nature and designs by artists as sources for new ideas for their artwork Understand that artists develop a personal style that reflects who they are Exhibit imagination by interpreting situations from more than one point of view		

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VISUAL ARTS **L. Visual Imagination and Creativity (continued)**	Use their knowledge, intuition, and experiences to develop ideas for artwork Develop a base of knowledge and skills from which to create new ideas Understand the role that personal traits, such as independent thinking, courage, integrity, insight, dedication and patience, play in creating quality art and design Understand that nature and other designs can be sources for new ideas Study ways that artists develop personal style that reflects who they are Understand that art is created by people of different cultures, expresses different ideas and concepts, and changes over time		
THEATRE **A. Play Reading and Analysis**	Attend a live theatrical performance and be able to analyze, evaluate, and create personal meaning from the experience through small group discussion say what they liked and didn't like, and why explain what happened in the play and discuss why they think the playwright made particular choices explain how the technical aspects of the play helped to present the message of the play explain the message of the play Read a play and be able to analyze, evaluate, and create personal meaning from the experience through small group discussion say what they liked and didn't like, and why explain what happened in the play and discuss why they think the playwright made particular choices explain the message of the play		

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THEATRE **B. Performance**	Pretend to be someone else, creating a character based on scripted material or through improvisation, using props, costume pieces, and ideas Create a human or animal character through physical movement with sounds and/or speech, using facial expressions Create a human or animal character based upon a costume or object (prop) Create a human or animal character based upon an original idea Create a character through physical movement, adapting movement and making physical choices to fit the requirements of the scene Create a character verbally, adapting language choices and dialogue to fit requirements of the scene		
C. Research and Analysis	Create a play based on information collected from another culture, subject area, or historic time period Select a story or topic and plan a play with a beginning, middle, and end Find information to help develop characters and the appropriate background for the presentation Identify similarities and differences between various artistic mediums such as film, video, or television Read a play and exhibit understanding of the cultural/historical connections through discussions and/or written work Discuss the cultural/historical importance of a play through group discussion or written work		
D. Analysis of Process	Explain strengths and weakness of their own work and that of others Identify strengths (what worked) and weaknesses (what didn't work) in character work and scenes presented in class		

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	Identify what they need to do to make their character or scene more believable and/or understandable Share their comments constructively and supportively within the group Accept and use criticism constructively to revise and refine their own work Share their comments constructively and supportively within the group		
E. Theatre Production	Create a scene or play based on a story, another piece of literature, or an idea, with a beginning, middle, and end Use props or furniture to create an environment for drama and create a character with costume pieces Explain their choices for setting, characters, and other artistic elements Create publicity for a dramatic presentation Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit) Rehearse and perform a scene or play for peers and invited guests Improvise a scene or play with a problem or conflict Script their scene or play using proper scripting format Develop an understanding of design by creating a floor plan or visual representation of a play or literature selection Analyze a play and determine appropriate setting, lighting, costume, and make-up requirements Read a play and describe the potential visual and emotional effect it has on an audience		

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THEATRE **E. Theatre Production (continued)**	Exhibit understanding of theatre management through direct involvement in a public performance by making posters, selling tickets, and/or ushering Rehearse and perform a scene or play for peers or invited guests		
7. Physical education—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for pupils **A. Leading an Active Lifestyle**	Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health Describe healthful benefits that result from regular physical activity Identify several moderate to vigorous physical activities that provide personal pleasure Establish personal physical activity goals Participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals Explore personal interests in a variety of new physical activities both in and out of the physical education class Describe the relationship between a healthy lifestyle and simply *feeling good*		
B. Physical Skill Development	Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking		
	Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates) Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form		

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	Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns Demonstrate competence in modified versions of movement forms such as performing in a variety of simple folk and square dances Develop beginning strategies for competitive and noncompetitive games such as using basic offensive and defensive strategies in a modified version of a team sport Demonstrate increasing competence in more advanced specialized physical skills Explain how people can enjoy an activity if they are not gifted athletes		
C. Learning Skills	Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance		

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7. Physical education **C. Learning Skills (continued)**	Understand and apply more advanced movement and game strategies such as explaining and demonstrating strategies involved in playing tennis doubles Identify the critical elements of more advanced movement skills such as a racing start in free style swimming Identify and apply principles of practice and conditioning to enhance performance such as understanding that conditioning will allow one to play for longer periods of time without fatigue Identify the characteristics of highly skilled performance in movement forms such as describing the characteristics that enable success in passing and spiking after observing a team of skillful volleyball players Understand and apply advanced, discipline-specific knowledge to various movement forms such as understanding how to lead or follow a partner while dancing		
D. Understanding Physical Activity and Well Being	Experience the opportunity for enjoyment while participating in physical activity Learn to enjoy practicing activities to increase skill competence Celebrate personal successes and achievements as well as those of others Use physical activity as a means of self-expression Feel satisfaction when engaging in physical activity Recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment Enjoy learning new activities Recognize physical activity as a vehicle for self-expression		

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E. Health enhancing Fitness	Identify several activities related to each component of physical fitness such as development of muscular strength Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities Describe personal strengths and weaknesses and elevate the weaknesses to strengths Participate in a variety of health-related activities in both school and nonschool settings in order to maintain a record of moderate to vigorous physical activity Assess physiological indicators of exercise such as pulse rate during and after physical activity Understand and apply basic principles of training to improve physical fitness such as various weight training techniques Meet health-related fitness standards Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least 3 times a week outside of the physical education class		
F. Respectful Behavior	Follow activity-specific rules, procedures, and etiquette with little or no reinforcement Utilize safety principles in activity situations Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process Work independently and *on task* for short periods of time		

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F. Respectful Behavior (continued)	Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others Identify positive and negative peer influence Solve problems by analyzing causes and potential solutions Make choices based on the safety of self and others		
7. Physical education (continued) **G. Understanding Diversity**	Consider the consequences when confronted with a behavior choice Resolve interpersonal conflicts with a sensitivity to rights and feeling of others; find positive ways to exert independence Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings Explore cultural and ethnic self-awareness through participation in physical activity Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities Recognize the role of sports, games, and dance in modern culture Identify behaviors that are supportive and inclusive in physical-activity settings Display sensitivity to the feelings of others during interpersonal interactions Respect the physical and performance limitations of self and others		

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8. The major concepts in the subject matter of Health Education to create opportunities for student development and practice of skills that contribute to good health **A. Health Promotion and Disease Prevention**	Identify positive mental, emotional, social, and physical factors that influence health Describe how family, school, and community environments influence personal health Identify ways to be healthy during childhood Explain how childhood diseases and injuries can be prevented or treated Describe the basic structure and functions of the human body systems Describe the interrelationship of mental, emotional, social, and physical health during adolescence Analyze how environments and personal health are interrelated Describe ways to enhance health and reduce risks during adolescence Describe how lifestyle, family history, and other risk factors are related to the cause or prevention of disease and other health problems Explain how health is influenced by the interaction of body systems Describe how family and peers influence the personal health of adolescents Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death		
B. Healthy Behaviors	Identify responsible health behaviors Compare the relative risk of various behaviors Demonstrate ways to avoid and reduce threatening situations Explain the importance of assuming responsibility for personal health behaviors Analyze a personal health assessment to determine health strengths and risks		

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	Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe Demonstrate strategies to improve and maintain personal and family health Develop and practice injury prevention and management strategies for personal and family health		
8. Health Education (continued) **C. Goal Setting and Decision Making**	Demonstrate the ability to individually and collaboratively apply a decision-making process to health issues Analyze how health-related decisions are influenced by individuals, family, and community values Analyze how decisions regarding health behaviors have consequences for themselves and others Develop and implement a personal health plan addressing personal strengths, needs, and health risks Explain when to ask for assistance in making health-related decisions and setting health goals Predict outcomes of positive health decisions for themselves Set a personal health goal and track progress toward achievement Analyze how behaviors may have both good and bad consequences		
D. Information and Services	Identify valid health information, products, and services Identify personal health needs Explain how the media influences the selection of health information, products, and services Explain how the media influences thoughts, feelings, and health behaviors Describe ways technology can influence personal health		

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8. Health Education **D. Information and Services (continued)**	Explain how information from school and family influences health Demonstrate the ability to name school and community health services Analyze the validity of health information, products, and services Demonstrate the ability to access resources from home, school, and community that provide valid health information Demonstrate the ability to locate health products and services Compare the costs and validity of health products Describe situations requiring professional health services Identify potential health careers Convey valid information and express opinions about health issues		
E. Culture Media and Technology	Explain how the media influences thoughts, feelings, and health behaviors Analyze how culture influences health behaviors and services Explain how information from school and family influences health Analyze how messages from the media and other sources influence health behaviors Analyze the influence of technology on personal and family health Analyze how information from peers influences health		
F. Communication	Distinguish between and demonstrate verbal and nonverbal communication Describe and demonstrate healthy ways to express needs, wants, and feelings		

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8. Health Education F. Communication (continued)	Describe and demonstrate ways to communicate care, show consideration, and respect for themselves and others Describe and demonstrate attentive-listening skills to build and maintain healthy relationships Identify possible causes of conflict Identify and demonstrate healthy ways to resolve conflict Demonstrate effective verbal and nonverbal communication skills to enhance health Demonstrate communication skills to build and maintain healthy relationships Analyze possible causes of conflict		
G. Advocacy	Describe a variety of methods to convey accurate health information and ideas Convey valid information and express opinions about health issues Identify community organizations that advocate for healthy individuals, families, schools, and communities Demonstrate the ability to influence and support others in making positive health choices Analyze various methods to accurately express health information and ideas Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities Identify barriers to effective promotion of information, ideas, feelings, and opinions about health issues and explore options to overcome them		

OTHER UNIQUE PROGRAM REQUIREMENTS	**Reviewer's Rating** **Evidence of each provided – YES; Evidence of each not apparent - NO**
Candidates will complete a minor in one of the following categories: Language arts, English literature and composition, journalism, speech communication, mathematics, computer science, broad-field science, physical science, chemistry, physics, earth and space science, life and environmental science, biology, environmental studies, broadfield social studies, geography, history, political science and citizenship, economics, psychology, sociology, cross categorical special education, cognitive disabilities, emotional disturbance, learning disabilities, agriculture education, art, business education, dance, deaf or hard of hearing, family and consumer education, foreign language, English as a second language, health, marketing education, music, physical education, speech and language pathology technology education, theatre, or visual impairment.	